

Blending and Segmenting Phonemes

(phonemic awareness)

Directions

Items 1–2 (pupil page 122):

Have children listen as you say some sounds. Then have them repeat the sounds softly to themselves, blending them together to make a word. Tell them to name the pictures in the row and to circle the one that shows the word they made.

1. /m/, /ā/, /l/ 2. /m/, /ō/, /p/

Note: The stop sign at the end of pupil page 122 indicates you will give new directions before children go on to do items 3–5.

Practice Item (pupil page 123):

Note: Segmenting phonemes is a difficult skill to assess with pencil and paper in a group test. Children who struggle with this section should be checked individually and asked to say the separate sounds in a word like *hot*.

Tell children to look at the row of pictures at the top of the page. Tell them you will do this row together.

Directions

Say: Name the Alphafriends in the row with me and think about the sound each one stands for: Larry Lion (/l/), Pippa Pig (/p/), Dudley Duck (/d/). Now listen as I say a word: *cup*. Now you say the word *cup*. Circle the Alphafriend in the row that stands for the sound you hear at the end of *cup*.

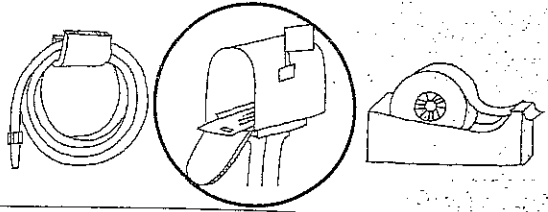
Items 3–5 (pupil pages 123, 124):

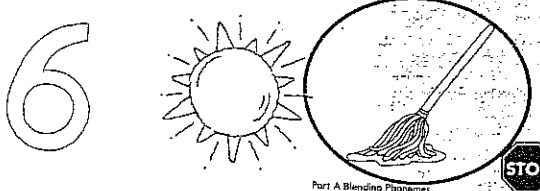
Use the directions above for items 3–5 and the word *hot*.

3. Hattie Horse, /h/; Benny Bear, /b/; Gertie Goose, /g/
Have children listen for the sound at the beginning of the word *hot*.
4. Tiggy Tiger, /t/; Mimi Mouse, /m/; Reggie Rooster, /r/
Have children listen for the sound at the end of the word *hot*.
5. Iggy Iguana, /ɪ/; Ozzie Octopus, /ō/; Umbie Umbrella, /ū/
Have children listen for the sound in the middle of the word *hot*.

A Name _____

Blending and Segmenting Phonemes

1. 

2. 

Part A Blending Phonemes

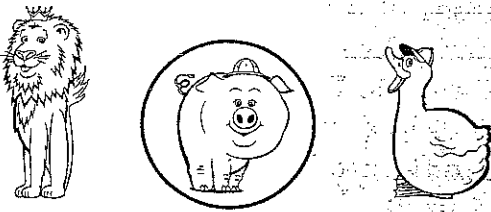
122 Theme Skills Tests, Kindergarten Theme 10: A World of Animals

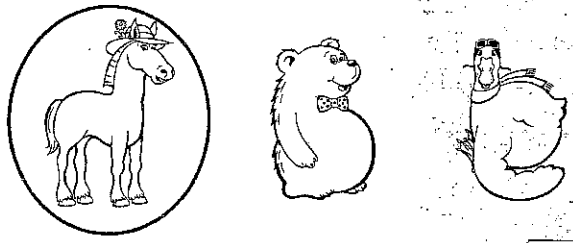
(hose, mail, tape)

(six, sun, mop)

Pupil page 122

Practice



3. 

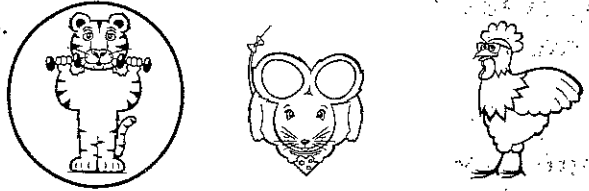
Go on →


Theme Skills Tests, Kindergarten Theme 10: A World of Animals 123

(Larry Lion, Pippa Pig,
Dudley Duck)

(Hattie Horse, Benny Bear,
Gertie Goose)

Pupil page 123

4. 

5. 

Part A Segmenting Phonemes

124 Theme Skills Tests, Kindergarten Theme 10: A World of Animals

(Tiggy Tiger, Mimi Mouse,
Reggie Rooster)

(Iggy Iguana, Ozzie Octopus,
Umbie Umbrella)

Pupil page 124



Story Structure: Beginning, Middle, End

(comprehension)

Directions

Tell children that you will read them a story. Explain that when the story is over, they will answer questions about it by circling one picture in each row.

Story: (adapted from Aimee Bruneau, <http://teach.fcps.net/talk/>;
answer options illustrated by John King)

Once upon a time there lived a young frog who often sat upon a very soft lily pad. His name was Sniffy. Probably because he liked flowers. One day, Sniffy was scrubbing his toes in the pond. He felt something moving in the water! Phew! It was his friend Flora, a small fish from just up the pond. She giggled.

Flora had good news. She heard there were giant flowers for Sniffy to smell and seaweed for Flora to snack on at the other side of the pond. Sniffy could hardly wait! He packed a nutritious lunch and they set off to find the flowers and seaweed.

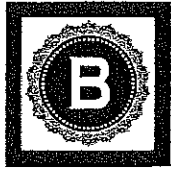
They swam. And swam. They encountered a storm. A very large bird stole their nutritious lunch. Sniffy and Flora were beginning to think they would never see any giant flowers or seaweed when... they realized they were at the other side of the pond!

The flowers were huge, and Sniffy was so happy! The seaweed was delicious, and Flora was so happy!

Story Questions:

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: Which picture shows something that happened at the beginning of the story?
 2. Ask: Which picture shows something that happened in the middle of the story?
 3. Ask: Which picture shows something that happened at the end of the story?
-



Name _____

Story Structure: Beginning, Middle, End

1.

(Sniffy the Frog
packing a lunch)

(Sniffy the Frog and
Flora the Fish swim to the
other side of the pond)

(Sniffy the Frog
scrubbing his toes)

2.

(Sniffy the Frog
packing a lunch)

(Sniffy the Frog
scrubbing his toes)

(Sniffy the Frog and
Flora the Fish swim to the
other side of the pond)

3.

(Sniffy the Frog
scrubbing his toes)

(Sniffy the Frog
packing a lunch)

(Sniffy the Frog and
Flora the Fish swim to the
other side of the pond)





Compare and Contrast (comprehension)

Directions

Tell children that you will re-read the same story as in part B. When the story is over, they will answer questions about it by circling one picture in each row as they did on the page before this.

Story: (adapted from Aimee Bruneau, <http://teach.fcps.net/talk/>;
answer options illustrated by John King)

Once upon a time there lived a young frog who often sat upon a very soft lily pad. His name was Sniffy. Probably because he liked flowers. One day, Sniffy was scrubbing his toes in the pond. He felt something moving in the water! Phew! It was his friend Flora, a small fish from just up the pond. She giggled.

Flora had good news. She heard there were giant flowers for Sniffy to smell and seaweed for Flora to snack on at the other side of the pond. Sniffy could hardly wait! He packed a nutritious lunch and they set off to find the flowers and seaweed.

They swam. And swam. They encountered a storm. A very large bird stole their nutritious lunch. Sniffy and Flora were beginning to think they would never see any giant flowers or seaweed when... they realized they were at the other side of the pond!

The flowers were huge, and Sniffy was so happy! The seaweed was delicious, and Flora was so happy!

Story Questions:

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: Which picture shows something both Sniffy and Flora do?
2. Ask: Which picture shows something only Sniffy, the Frog, likes to do?
3. Ask: Which picture shows something only Flora, the Fish, likes to do?



Name _____

Compare and Contrast

1.

(Sniffy and Flora swim to
the other side of the pond)

(Sniffy and Flora
smell the flowers)

(Sniffy and Flora
sit on a lily pad)

2.

(Sniffy eating
bugs)

(Sniffy eating
seaweed)

(Sniffy smelling flowers)

3.

(Flora fishing)

(Flora eating
seaweed)

(Flora swimming)





Story Structure: Plot (comprehension)

Directions

Tell children that you will read the story from parts B and C one last time. Explain that this time they should listen for the characters and the problem in the story. When the story is over, they will answer questions about it by circling one picture in each row as they did on the page before this.

Story: (adapted from Aimee Bruneau, <http://teach.fcps.net/talk/>;
answer options illustrated by John King)

Once upon a time there lived a young frog who often sat upon a very soft lily pad. His name was Sniffy. Probably because he liked flowers. One day, Sniffy was scrubbing his toes in the pond. He felt something moving in the water! Phew! It was his friend Flora, a small fish from just up the pond. She giggled.

Flora had good news. She heard there were giant flowers for Sniffy to smell and seaweed for Flora to snack on at the other side of the pond. Sniffy could hardly wait! He packed a nutritious lunch and they set off to find the flowers and seaweed.

They swam. And swam. They encountered a storm. A very large bird stole their nutritious lunch. Sniffy and Flora were beginning to think they would never see any giant flowers or seaweed when... they realized they were at the other side of the pond!

The flowers were huge, and Sniffy was so happy! The seaweed was delicious, and Flora was so happy!

Story Questions:

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: Which picture shows who the story is mostly about?
2. Ask: Which picture shows what the problem in the story is?
3. Ask: Which picture shows how Sniffy and Flora solved the problem?



Name _____

Plot

1.

(Rose, from the last
story)

(Sniffy and Flora)

(the large bird who
stole the lunches)

2.

(a storm)

(Sniffy and Flora swim to
the other side of the pond)

(Sniffy scrubbing
his toes)

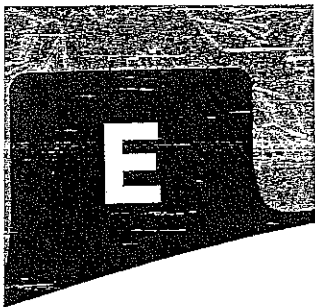
3.

(Sniffy and Flora
took a nap)

(Sniffy and Flora
ate lunch)

(Sniffy and Flora
kept swimming)





Initial Consonant: *j*; Blending *-ug* and *-ut* Words (phonics)

Directions

Items 1–2 (pupil page 131):

Tell children to put their finger under the letter at the beginning of the row and to think about the sound that the letter stands for. Then have them name each picture in the row and circle the one whose name begins with the sound for the letter at the beginning of the row.

Use the directions above to have children complete items 1–2 independently. Name the pictures for them if necessary.

Note: The stop sign at the end of pupil page 131 indicates that you will give new directions before children go on to complete items 3–5 in test E.

Items 3–5 (pupil pages 132, 133):

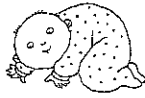
Point out the underlined word and tell children that this is a word they have learned to read in this theme. Have children read each sentence independently. Then have them name each picture in the row and circle the one that best shows what the words say.



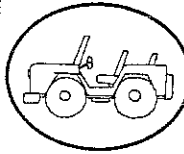
Name _____

Initial Consonant: j; Blending -ug and -ut Words

1.

j

2.

j

Part E Initial Consonant: j _____

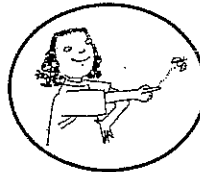


Theme Skills Tests, Kindergarten

Theme 10: A World of Animals 131

(baby, jet, doll)

(jeep, watch, lock)

Pupil page 1313. See the bug go.4. She can cut it.

Go on

132 Theme Skills Tests, Kindergarten

Theme 10: A World of Animals

(bike, dog, bug)

(cut, fold, draw)

Pupil page 1325. I like to get a hug.

Part E Blending -ug and -ut Words _____



Theme Skills Tests, Kindergarten

Theme 10: A World of Animals 133

(gift, hug, puppy)

Pupil page 133



High-Frequency Words: are, he

Directions

Identification of sight words

Say: **Touch the number one.**

Point to each word and say it to yourself. (Teacher points to each word/picture and models touching and saying each word/picture to him/herself).

Now, in row 1, circle the word “are.”

Cross out the word “he.”

Continue the same directions for row 2 and row 3.

Dictation of sight words

Say: **I am going to say a sentence for you to write. This time there is just one long line to write all of the words. Listen carefully as I say each word. Make sure you put a punctuation mark at the end of the sentence.**

[There are two dictation sentences. Choose one, the other, or both.]

Touch the number four.

Write the following sentence. “Is he a bug?”

Touch the number five.

Write the following sentence. “The bugs are fat!”

PART	SCORE	LEVEL OF RESPONSE	RESULT S, D, E, or NE	COMMENTS
E High-Frequency Words: <i>are, he</i> (Maximum Score = 5)		4-5 = Strong 2-3 = Developing 1 = Emerging 0 = Not Evident		

If student circled all "to" correctly = 1 point

If student did not circle all "to" correctly = 0 points

If student crossed out all "a" correctly = 1 point

If student did not cross out all "a" correctly = 0 points

Capitalization/Punctuation = 1 point

3-4 words written correctly = 2 points

1-2 words written correctly = 1 point

0 words in the sentence written correctly = 0 points